




# **Building Teams That Get Results**

With Lin Kuzmich, Senior Consultant  
ICLE Symposium  
Washington, D. C.  
January 2009





## Building Teams That Get Results

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International Center for Leadership in Education  
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### A. Introduction

The International Center  
for Leadership in  
Education believes in:

- ☐ Relationships
- ☐ Relevance
- ☐ Rigor
- ☐ For ALL Students



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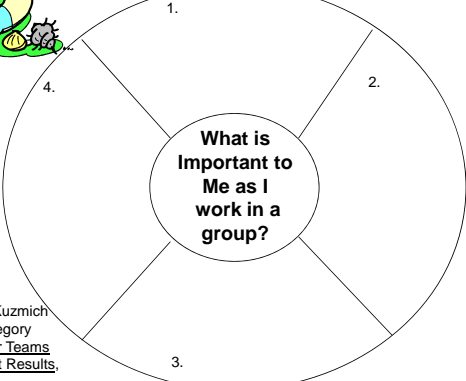
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### Life Preserver



From: Kuzmich  
and Gregory  
Teacher Teams  
that Get Results,  
2007

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## Agenda

- A. Introduction
- B. Learning About Teams that Get Results
- C. Framework for PLC's
  - 1. Creating a climate for learning
  - 2. Sharing and building knowledge
  - 3. Building Resilience and creating solutions
  - 4. Determining priorities and creating excellence
- D. Next Steps and closing



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## B. Learning About Teams that Get Results

- ☐ Why Teams?
- ☐ Where are you now?
- ☐ Adult Learning
- ☐ What the research says?
- ☐ What you believe?
- ☐ Teams cycle and need to be not just formed, but sustained...

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## Why Professional Learning Communities?

- ☐ The brain's natural learning systems: cognitive, social, physical, emotional, and reflective
- ☐ Brain research and theories
- ☐ Learning styles and preferences
- ☐ Adult learning principles



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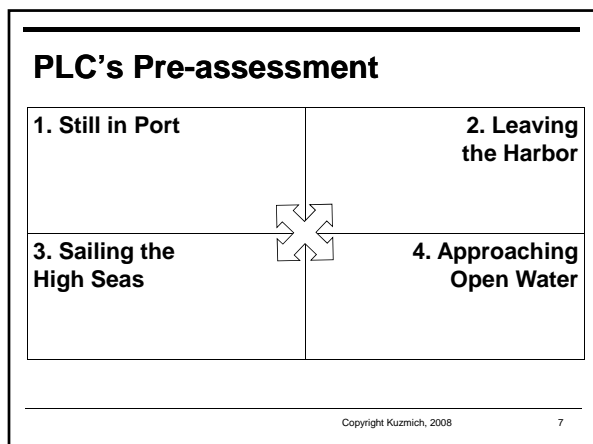
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### Adult Learning: An Updated View

- ☐ What are the stages of development for professional learning?
- ☐ What role does purpose, skill and scenario play in adult learning strategies?
- ☐ What types of data accelerate the work of staff?
- ☐ Why are processing skills essential to professional learning?
- ☐ How will you use what you learn?




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### Do adults learn differently than children?

**Pedagogy**: strategies for kids

**Andragogy**: strategies for adults  
(And-ra-go-gee)

Research from the study of Adult Learning, Knowles 1980 & Brookfield 1983




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### Four Keys to Adult Learning

- ☐ Starting your rubric for success
- ☐ Guiding your ability to get transfer of skills to the right settings
- ☐ What does success look like?



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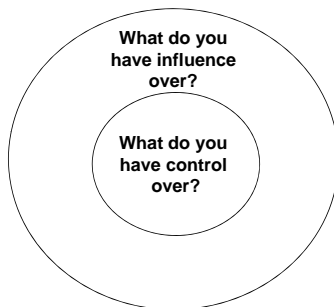
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### Self-Directed = Choice

Hint: What can't you control or influence?



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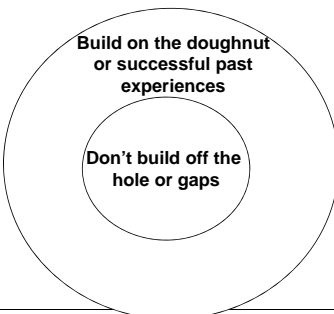
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### Experiential = Success Stories

Hint: Use great positive problem solving methods



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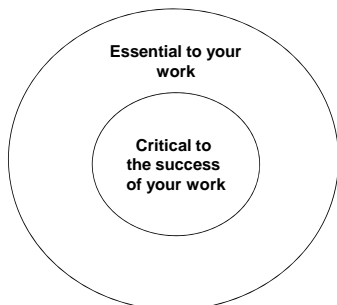
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### Life Applicable = Critical for Success

Hint: How is this tied to your school's vision of excellence?




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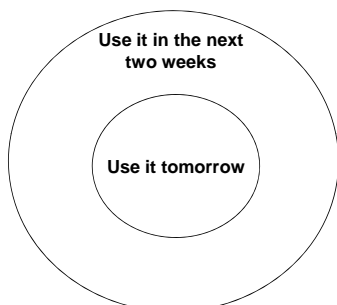
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### Performance Based = Use It or Lose It

Hint: Lose it if you don't try a strategy, method or solution within two weeks




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### Your Learning Commitment To Each Other Starts With:

- ☐ **Self Directed** – Choice
- ☐ **Experiential** – Success Stories
- ☐ **Life Applicable** – Critical for My Success
- ☐ **Performance Based** – Use it or Lose it




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**Your Turn**

<b>Self Directed</b> – Choice	<b>Experiential</b> – Success Stories
<b>Life Applicable</b> – Critical for My Success	<b>Performance Based</b> – Use it or Lose it

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**Realigning for Change**



**“A teacher can never truly teach unless she is learning herself. A lamp can never light another flame unless it continues to burn its own flame.”**

*--Rabindranath Tagore (1861-1941) Nobel Laureate for Literature*

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**Relationship Between Levels of Impact and Types of Professional Development**

Impact	Awareness and Concept Development	Skill Attainment	Application and Problem Solving
PD Types			
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low Risk Feedback	85%	80%	10-15%
Coaching PLCs Peer Visits	90%	90%	80-90%

From the work of: B. Bennett, B. Joyce and B. Showers

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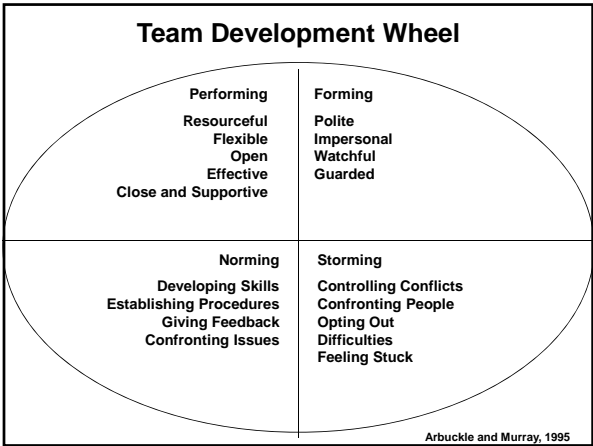
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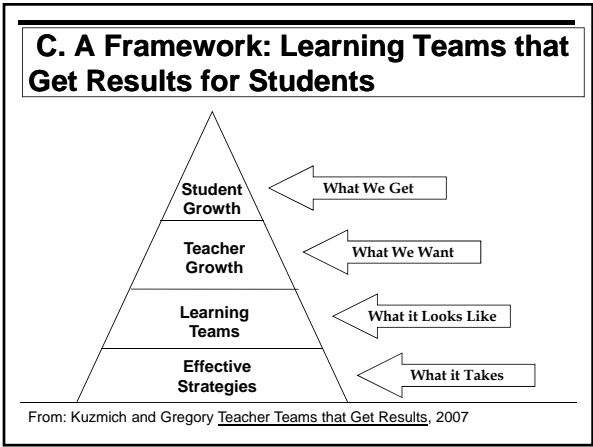
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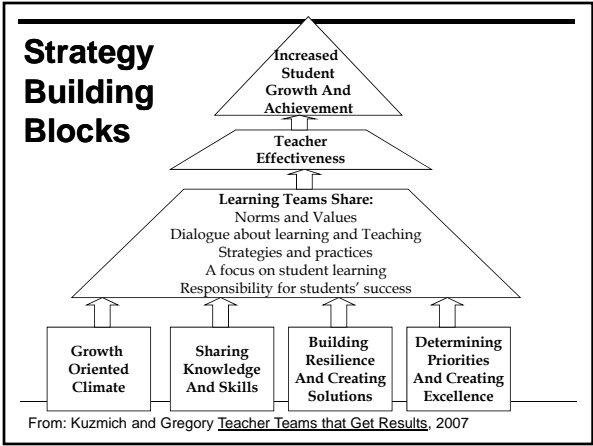
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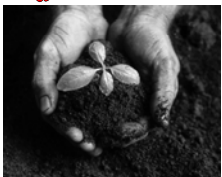
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### Creating a Growth Oriented Climate

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- ☐ Developing Team
- ☐ Celebrating Success
- ☐ Getting and giving
- ☐ Feedback
- ☐ Communicating
- ☐ Building Trust

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### Concept Formation

- ☐ **Generate** ideas and place 1 idea on each post it.
- ☐ **Review** & discuss.
- ☐ **Organize** into groups of similar topics.
- ☐ **Use Labels** to identify clusters.
- ☐ **Probe** & refine.



From: Kuzmich and Gregory Teacher Teams that Get Results, 2007

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### Building an Atmosphere of Sharing Knowledge and Skills

2 



- ☐ Expanding the toolkit
- ☐ Developing strategies
- ☐ Transferring
- ☐ Expanding options
- ☐ Impacting results

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If we get better at  
what we do,





Will kids get  
better at what  
they do?

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**Teaching vs. Learning**



A three-panel cartoon. Panel 1: A teacher says, 'I TAUGHT STRIPE HOW TO WHISTLE'. Panel 2: The teacher says, 'I DONT HEAR HIM WHISTLING'. Panel 3: The teacher says, 'I SAID I TAUGHT HIM. I DIDNT SAY HE LEARNED IT'. The cartoon is signed 'G. S. 12-13'.

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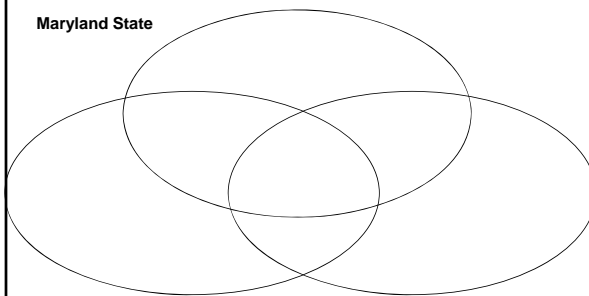
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**Comparing the Research...**

Maryland State



A Venn diagram with three overlapping circles. The top circle is labeled 'Maryland State'. The bottom-left circle is labeled 'Walberg in Cawelti'. The bottom-right circle is labeled 'Marzano, Pickering, Pollack'.

Walberg in Cawelti

Marzano, Pickering, Pollack

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### Purpose for Resilience and Creating Solutions

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- ☐ Sustaining momentum
- ☐ Solving problems
- ☐ Unsticking Teams
- ☐ Managing change
- ☐ Developing creative solutions to challenges

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### Supporting Resilience to Manage Rapid Change

In your small groups  
discuss ways to help  
people in your school  
manage rapid change  
and the stress that  
comes with it.



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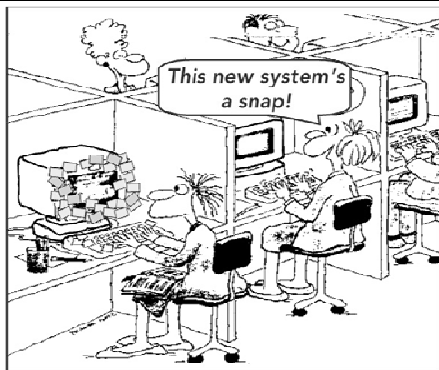
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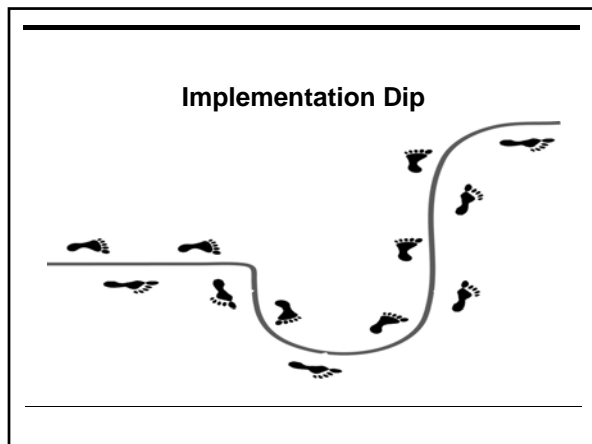
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**Tool: Roadblock Removal**

**Part One:**

- ☐ What is a recent success?
- ☐ What roadblocks did we encounter?
- ☐ How did we remove the roadblocks?

**Part Two:**

- ☐ What is an upcoming goal or project?
- ☐ How could we prevent roadblocks or more easily remove them based on what we learned from our success?



From: Kuzmich and Gregory Teacher Teams that Get Results, 2007

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**Consistency Matters**



Lee Colan says that "Success does not depend upon the brilliance of your plan, but upon the consistency of your actions." (2003, p. 3)

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Two Sides of the Story



Teacher Teams That Get Results, Gregory and Kuzmich, 2007, Corwin Press, Inc.

Topic, Issue, or Solution:

For:	Against:
Recommendations:	

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Purpose for Determining Priorities and Creating Excellence



From: Kuzmich and Gregory Teacher Teams that Get Results, 2007

☐ Goal setting

☐ Tying data to practice

☐ Analyzing results

☐ Limiting "initiative fatigue"

☐ Determining excellence

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Tool: Current Snapshot

Buds	Full Bloom
Seeds	Withering Flowers
 Compost Pile	

Teacher Teams That Get Results, Gregory and Kuzmich, 2007, Corwin Press, Inc.

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## The Importance of Professional Learning Communities

**“An effective professional learning community has the capacity to promote and sustain the learning of all professionals in the school community with the collective purpose of enhancing student learning.”**



Stoll, Bolam, McMahon, Greenwood, Hawley 2005

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## D. Next Steps and Closing

- ☐ How could you use this information with staff at your school?
- ☐ How can you refine your Teams for greater results on behalf of your students?
- ☐ Can the rest of the staff or district picture excellence with regard to professional educational teams that get results?

**Will your school prepare students for their future?**



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## Teaming for Results: Your Plan

**1. What will help launch your team?**

**2. How will your journey begin or continue?**

**3. What will keep you sailing along?**

**4. What navigational tips could you offer?**



Copyright Kuzmich and Gregory, 2007 39

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### May Your Moments be Many!



“Educators are addicted to the moment when a student’s eyes light up, when the teaching becomes learning. May your days be filled with such moments.”

Philip Patrick Horenstein

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### How to Reach Us

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